

NEW JERSEY CIVIL SERVICE COMMISSION

2012 STATE CORRECTION SERGEANT

ORIENTATION GUIDE

TABLE OF CONTENTS

I.	INTRODUCTION	2
II.	PRE-EXAM INFORMATION	
	A. Pre-Exam Information	2
	B. What Candidates SHOULD Bring to the Exam	2
	C. What Candidates Should NOT Bring to the Exam	3
	D. ADA Policy	3
	E. Make-Up Policy	3-4
	F. Information for Make-up Candidates	4
III.	EXAM INFORMATION	
	A. Exam Development	5
	B. Potential Source Material	5
	C. Multiple-Choice Items	6
IV.	EXAM ADMINISTRATION INFORMATION	
	A. Late Policy	7
	B. Sequestration Policy	7
V.	POST-EXAM INFORMATION	
	A. Explanation of Scoring Process	8
	B. Review and Appeal Information	8
	C. Explanation of Exam Results and Promotions	8-9
VI.	STUDY TIPS	
	A. Descriptions and Study Tips for Different Learning Styles	10-12
	B. Understanding and Reducing Test Anxiety	13-15
	C. Tips For Answering Multiple-Choice Questions	16
	D. Technical Vocabulary List	16-17
VII.	SAMPLE QUESTIONS	
	A. Standard Operating Procedures (Title 10A)	18
	B. Interpersonal Communications / Public Relations	19
	C. Analysis of Written Material	20-22
	D. Effectiveness of Expression	23-24
	E. Report Writing	25
	F. Supervision	26

I. INTRODUCTION

The New Jersey Civil Service Commission (CSC) has prepared this supplemental orientation guide for promotional candidates who will participate in the 2012 State Correction Sergeant Examination. The information in this booklet and the **General Multiple-Choice Study Guide** (available via CSC's web site <http://www.state.nj.us/csc/seekers/jobs/orientation/>) is designed to help candidates better understand the testing process and the types of questions they will encounter on the State Correction Sergeant Examination. The General Multiple-Choice Study Guide contains preparation strategies that candidates should find helpful in exam preparation. We encourage candidates to review this guide along with the General Multiple-Choice Study Guide and to take advantage of all opportunities to prepare for the examination.

II. PRE-EXAM INFORMATION

A. Date and Location

The tentative plan is to administer the State Correction Sergeant examination on a Saturday (double-session) in May 2012. The test date will not interfere with Memorial Day weekend. However, in the event there are difficulties scheduling the examination for any unforeseen reason, the examination date may change. The test date and location will be confirmed when candidate examination notices are mailed two to three weeks prior to the test date.

B. What Candidates SHOULD Bring to the Exam

Candidates arriving to the test center should have their notification card and a valid photo identification. Candidates arriving at the test center without their notification card should report directly to Room A with their photo ID, so that the center supervisor can issue them a new card. Candidates arriving at the test center without a valid photo ID **WILL NOT** be admitted to the exam. Answer sheets for CSC multiple-choice exams are scored electronically, so candidates should bring No. 2 pencils to the exam. In addition, candidates are permitted to bring highlighters for use during the exam.

C. What Candidates Should NOT Bring to the Exam

With the threat of high-tech cheating on the rise, possession of personal communication devices such as cell phones, BlackBerrys, pagers/beepers, photographic equipment, MP3 players, or other similar electronic communication devices is strictly prohibited at test centers. **Candidates who are seen with these devices in the test center, even in a power-off mode, will be disqualified and dismissed immediately.** The device may also be confiscated to ensure that an attempt was not made to compromise the testing process. In addition, briefcases and other personal items should be left outside of the test center. The CSC is not responsible for any personal items.

D. ADA Policy

Candidates requesting ADA accommodations must check Box 8 on the front of their application. They will subsequently be contacted for information regarding their special need(s).

Candidates who have already been approved for ADA accommodations with CSC, must contact Marty Berrien at (609) 292-4144, ext. 1991001 upon receipt of their examination notification, in order to request/discuss special needs.

E. Make-up Policy

Pursuant to N.J.A.C. 4A: 4-2.9, make-up examinations for public safety promotional examinations may be authorized only in cases of:

- I. Error by the Civil Service Commission or appointing authority.
- II. Death in the candidate's immediate family as evidenced by a copy of the death certificate; or
- III. Catastrophic injury or illness requiring an extended convalescent period provided the candidate submits a doctor's certification containing a diagnosis and a statement clearly showing that the candidate's physical condition precluded his or her participation in the examination, as well as documentation from the candidate's employer noting the candidate's related leave from work;
- IV. Military leave, which will be handled as stated in NJAC 4A:4-2.9(c);
- V. Exoneration from pending disciplinary or criminal charges will be handled as stated in N.J.A.C. 4A:4-2.9(d).

Make-up requests must be submitted, in writing, with supporting documentation, to: NJ CSC Make-Up Exam Unit, Attn: Marty Berrien, P.O. Box 310, Trenton, NJ 08625-0310 within 5 days upon receipt of the Notification Card.

NOTE: All requests for medical make-up examinations must be accompanied by the CSC's Medical Authorization for Make-up Examination form (DPF-728), completed by the treating physician. The Medical Authorization for Make-up Examination form can be obtained through the Make-up Unit or from our website (<http://www.state.nj.us/csc/about/publications/forms/>).

F. Examination Information for Make-up Candidates

Because of concerns regarding loss of examination security due to the illicit discussion and/or dissemination of test content, the make-up examination for this announcement may not be identical to the original examination. That is, it may be very similar to the original examination, matching the content specifications of the original examination as closely as possible. This means that the make-up examination would measure in equal proportion, the same knowledge, skills, and/or abilities that will be measured by the original examination. It will also be administered and scored in the same manner as the original examination. If a different examination is used for make-up purposes, make-up candidates may be required to obtain or use resource material for test preparation/study purposes that is particular to the make-up examination.

III. EXAM INFORMATION

A. Exam Development

A job analysis was conducted to identify the knowledge, skills, and abilities that are necessary to perform the job of State Correction Sergeant. A job analysis is the process of critically examining job components in order to provide a functional description of a job. Based on this job analysis, a number of work components were identified, and it is from these work components that a distinct examination has been developed. During the job analysis, State Correction Sergeants ranked each work component in terms of its importance. Examination questions will relate to those work components that were determined to be most critical. A list of the most critical work components along with the relative test weight of each is as follows:

<u>Weight</u>	<u>Test Content</u>
21.43%	Standard Operating Procedures for State Correctional Facilities/ Corrections Code of New Jersey Title 10A
14.29%	Interpersonal Communication/ Public Relations
14.28%	Analysis of Written Material
14.28%	Effectiveness of Expression
14.29%	Report Writing
<u>21.43%</u>	<u>Supervision/Leadership</u>
100.00%	

B. Potential Source Material

The following source will be used by the Civil Service Commission to develop test questions related to the Standard Operating Procedures for State Correctional Facilities. Please note, however, that the development of test questions may not be restricted to this particular source:

New Jersey Administrative Code Title 10A

In addition, the following source material will be used by the Civil Service Commission to develop test questions related to Supervision/Leadership and Interpersonal Communication/Public Relations. (The Civil Service Commission will not be responsible for the quantity of books available.)

Correctional Administration: Integrating Theory and Practice, 2nd Edition

Richard P. Seiter

Prentice Hall, 2011

ISBN-10: 0-13-511362-8

ISBN-13: 978-0-13-511362-2

NOTE: The development of all test questions will not be restricted to these sources.

C. Multiple-Choice Items

The State Correction Sergeant exam utilizes a multiple-choice format. Candidates will be provided a question preceded by a statement, situation, or other stimulus, such as a brief scenario. Each multiple-choice question will have four choices from which candidates will select one answer which **BEST** addresses the problem or situation. Answer choices will be labeled as (a), (b), (c), and (d). Candidates will enter their answers on a standardized answer sheet. The answer chosen must be marked on the answer sheet. This is done by completely filling in the appropriate space on their answer sheet that designates the letter that corresponds to their answer choice. No credit will be awarded for any answer that is not properly marked on the answer sheet. In answering all questions, candidates are to assume the role of a Correction Sergeant and should choose the **BEST** answer from the options provided.

IV. EXAM ADMINISTRATION INFORMATION

Because of the large number of candidates eligible to take the State Correction Sergeant exam, the test is typically held on a Saturday at a suitable location. In order to accommodate staffing concerns for each correctional facility, the exam will be held over two sessions. Each candidate's scheduled time is based on input from the facility's management and the available space in the test center. Candidates must abide by the scheduled time to appear for the examination that is printed on their notification card. No one will be admitted late or have their test time or location rescheduled.

A. Late Policy

Candidates should plan their route to the test center in advance of the test date as soon as the test location is made available. Candidates are encouraged to arrive early, since candidates arriving late will **NOT** be admitted to the exam.

B. Sequestration Policy

Because the exam will be held over two sessions, a period of sequestration will be required for candidates in the first (A.M.) session only. Candidates in the first session must remain at the examination center until a predetermined time. Therefore, candidates in the first session who finish the exam early may not leave the test center until the examination monitor instructs them to do so. Before beginning the exam, candidates in the first session will be given a sequestration agreement form which they must sign. Non-compliance and/or failure to sign this form will result in immediate disqualification from the testing process. This measure is necessary in order to safeguard test security, by reducing the potential for test content to be discussed between candidates who have already taken the examination and those who have not. Due to the importance of test security, no exceptions to the sequestration policy will be made for any candidate. This advance notice is being provided so that candidates may plan accordingly. Candidates with medical/dietary concerns must provide for their own needs. Please note that candidates scheduled for the second session may leave the test center once they complete the examination, if they finish before time is up.

V. POST-EXAM INFORMATION

A. Explanation of Scoring Process

The scoring of the multiple-choice State Correction Sergeant examination will be based on the number of correct responses. Therefore, it is in the candidate's best interest to answer all questions. If the answer to a question is not known, choose the **BEST** choice. Prior to starting the exam, candidates will be informed as to the total number of items to answer and the total time allotted to complete the test. Candidates should budget their time so that they can respond to all questions within the allotted time.

The written examination will be scored electronically. Using a Number 2 pencil, candidates should blacken selected answers firmly, neatly, and completely. Candidates should mark only one answer for each question, while making sure to erase cleanly any answer changes. Stray marks should be avoided.

B. Review and Appeal Information

Before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available to review the exam. Appointments are made on a first come, first served basis, until all appointments are booked. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, if they choose to schedule a review of the exam.

Any objection to the manner in which the examination was administered must be made in writing immediately following the completion of the examination, by completing a Test Administration Comment/Appeal Form prior to leaving the examination center. This form can be obtained from the Center Supervisor. No appeal relating to the manner in which the examination was administered shall be permitted after the test date.

Candidates should be aware of the new fee schedule for item, scoring, and administrative appeals. The fee schedule can be accessed via the CSC website (<http://www.state.nj.us/csc/authorities/faq/appeals/>).

C. Explanation of Exam Results and Promotions

The results from this examination will be available after the receipt and review of all examination appeals. This process takes a minimum of 12 weeks following the last test review date. Candidates should **NOT** call the CSC for their scores. Candidates will receive their examination results in the mail.

If you pass the exam, your name will go on a promotional list ranked by your final score (a composite of your multiple-choice examination score and seniority score). This

promotional list will last for 3 years from its promulgation date or until it is exhausted, whichever is sooner. However, for good cause, the promotional list may be extended by the Civil Service Commission for up to one additional year.

When your appointing authority (hiring agency) notifies CSC that it wants to fill vacancies, CSC sends them the names that are ranked highest on the promotional list. This is called a certification list. When your name appears on a certification list, it means that you may be interviewed and considered for promotion.

Also, when your name appears on a certification list, CSC will send you a Notification of Certification. You **must** contact the appointing authority in writing within five business days to express your interest. If you do not respond, your name may be removed from the promotional list.

If a Disabled Veteran or Veteran is the first name on the certification, the appointing authority must hire that candidate unless there is a very good reason not to. If there are no disabled veterans or veterans on a certification, the appointing authority can normally choose from among the top three candidates for each position.

It must be noted that all appointments will be conditional pending resolution of all scoring appeals related to the examination. Once all appeals have been resolved, appointments from the list will be considered permanent. Appeals are considered resolved after the Merit System Board makes its final ruling.

VI. STUDY TIPS

A. Descriptions and Study Tips for Different Learning Styles

Research suggests that not all people learn the same way. With so much information available in the source material, it may help you to consider which learning style best matches your abilities, so you can determine the most effective way for you to study the material. While this is not an exhaustive description of the different learning styles, consider the following information and the links that follow, as one possible way to determine which study method is best for you.

i. *The Visual Learning Style*

Description

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Study Tips

- Find a quiet place to study, away from noise and visual distractions.
- Preview the study material by looking at the table of contents, headings, and pictures before starting to read.
- Write symbols or key words in the margins of your textbook or manual.
- Use highlighters in different colors to emphasize and organize important concepts.
- Write down key points and details that you want to remember.
- When given information in charts, write out explanations in your own words.
- Organize your notes in outline format, including main headings or categories and notes below each. As an alternative, you can organize your notes by using charts, graphs, pictures, or diagrams.
- Make flashcards of important points and key terms. Limit the amount of information placed on each card.
- Visualize key concepts in your head.

ii. *The Auditory Learning Style*

Description

You learn best when information is auditory (presented in an oral language format). In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Study Tips

- Before reading, look through headings and pictures and say out loud what you think each section may cover.
- While reading your notes or textbook, read out loud whenever possible.
- Take pauses while reading to summarize aloud what you have read.
- Tape record yourself reading your notes or textbook, then play it back and listen to it repeatedly. Or, listen to books on CD.
- Study in a group or with a friend. Discuss the material.
- Make up flashcards and read the material out loud as you memorize it.
- Ask a friend to help quiz you on test material.

iii. *The Tactile-Kinesthetic Learning Style*

Description

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

Study Tips

- Before reading, look over the table of contents, headings, etc., to get a feel for the book or manual.
- Write notes, draw pictures, or make charts as you are reading or listening to study material.
- Take short (3-5 minute) breaks during your study time.
- Walk around while reading or memorizing information.
- It may be helpful to move while learning (e.g., tap a pen, squeeze a "stress relief" object, swing an arm, kick a leg, etc.).
- Listen to tapes or CDs of study material while working out.
- Type notes on the computer. Incorporate tables and graphics as needed.

- Consider studying in a lounge chair rather than at a desk.
- Background music (baroque) may be helpful while trying to learn new material.
- Reading material through colored transparencies may help with focus.
- While reading, point to or trace the words as you go along.
- Paraphrase the material being learned.
- When possible/appropriate, act out what is being learned. If this is not possible, visualize the concept in your mind.
- Try to find real-life examples of concepts being learned.
- Write important information several times to help with memory.

Sources:

Barsch, J. (1991). Barsch Inventory.

http://ww2.nsc.edu/gerth_d/AAA0000000/barsch_inventory.htm

Berghuis, A.J. (2001). Abiator Online Education.

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Lazear, D. Eight Ways of Teaching.

<http://www.tncc.edu/vade/MULTIPLEINTELLIGENCESLAUGHLIN.ppt>

Littlefield, J. (2010). Smart Study Strategies.

<http://distancelearn.about.com/od/studyskills/a/studysmart.htm>

Lynch, M. (2003). Learning Style Survey.

<http://www.psuonline.pdx.edu/learnstyle/page1.php>

NJEA. Learning Style Inventory.

<http://www.njea.org/pdfs/LearningStyleInventory.pdf>

B. Understanding and Reducing Test Anxiety

Correction officers face a level of stress on a daily basis that is unlike almost any other career. However, most officers would prefer to deal with the stress involved in maintaining safety within the facility than to deal with the anxiety caused by sitting for an exam that impacts their chances of being promoted. This portion of the State Correction Sergeant orientation guide attempts to assist candidates in recognizing some of the causes of test anxiety and provides strategies on how to reduce it. Test anxiety is a condition in which a person experiences worry or distress before, during, or after a test or other assessment, to such an extent that it causes poor performance or interferes with normal learning. Because of its effect on performance, it is important that candidates recognize the potential symptoms of test anxiety and take steps to reduce it.

It is normal for any candidate taking an exam to feel a certain degree of nervousness. However, true test anxiety can be a serious threat to a candidate's preparation and performance on the exam. Test anxiety can manifest itself in psychological ways such as "blanking," having difficulty concentrating, and experiencing negative thoughts, as well as physical ways, such as nausea, headache, sweating, and muscle tension. Candidates can attempt to reduce the effects of test anxiety and increase their chances of maximizing their performance on the exam by focusing on three steps: be prepared, get organized, and practice.

i. Be Prepared

Preparation begins with recognizing and confronting negative thoughts you may have about your past exam performance and your chances for scoring well on the upcoming State Correction Sergeant exam. Negative thoughts can influence your preparation for the exam by affecting your study habits, breaking your concentration, and causing you to second-guess your abilities. One strategy to reduce these thoughts is to take out a sheet of paper and create two columns. On the left side of the paper, you will honestly assess your attitudes and write down every negative thought you have about the prospects of taking a written exam. Next, on the right side of the paper, you will write a positive thought that counteracts the negative thought. For example:

<u>Negative Thought</u>		<u>Positive Thought</u>
I always do poorly on tests.		I will be more prepared than I have been in the past.
If I don't pass this test, I'm a failure.		I'm going to pass, but if I don't I can still bounce back.
I can't possibly know everything that will be on the exam.		I know where my knowledge is strong and will focus on the areas in which I am unfamiliar.

Honestly assessing your feelings and concerns will help you begin to change your attitudes and create a positive mindset.

Another strategy to prepare for the exam is to gather as much information about the exam as possible. Consulting the State Correction Sergeant job specification (<http://info.csc.state.nj.us/jobspec/32652.htm>) and reading over this orientation guide thoroughly will help you familiarize yourself with all aspects of the exam. Information provided in this guide will tell you, in general, what topics will be covered and what resources you can use to learn about the topics. This is a vital step in preparation for the exam, because knowing the extent of information covered by the exam will assist you in organizing a study plan.

ii. *Get Organized*

Being organized in your study habits is the next step in reducing test anxiety and increasing your performance on the exam. After you have determined from the information available to you, the topics to be covered on the exam, you need to honestly assess which areas you are strong and which areas require more attention. You may find it helpful to create a study plan or schedule that defines what you will need to study, what resources you'll need to compile, and the amount of time you will spend on each topic. When creating a study plan you must remember to make it realistic for your current lifestyle. Candidates with responsibilities, such as family obligations, cannot expect to spend all their off-duty hours studying. Candidates should also make an attempt to avoid changing their normal routine in order to focus all their energy only on studying. Although you may find that you need to make some sacrifices in order to put in the proper amount of time studying, it should not be at the expense of eliminating your other interests and obligations. Some candidates believe that if they skip meals or stay up late, they are gaining extra hours of study time. Research suggests, however, that altering your normal sleeping and eating patterns, as a result of trying to spend all your spare time studying, does not have the benefits you would expect. Physical health is as important as emotional health in reducing anxiety.

Finally, remember that studying involves more than highlighting words in a book and memorizing definitions. When establishing your study plan or schedule, your goal should be to have a full understanding of terms and concepts. You will know you have a full understanding of the information when you can define a given term in your own words and discuss why it is important. Similarly, concepts are fully understood when you are able to take two related concepts and discuss their similarities and differences.

iii. *Practice*

The final step in reducing test anxiety is to practice. While it is not possible to replicate the conditions you will encounter during the exam administration, there are strategies that you can use to simulate the skills you will need during the exam. For instance, during a multiple-choice exam, you may be sitting at a desk for several hours working on your exam. To prepare for this, it may help to block out a similar amount of uninterrupted time while you are studying. This can help you experience what it will be like to have to focus your attention for that period of time. Using the chapter review in a text book or other resource is often another way to test your knowledge while also giving you the opportunity to practice reading and analyzing multiple-choice questions. In some cases, candidates will know others who are taking the exam. Although many people prefer to study on their own, coming together to review in a group can also be helpful. During this review, each member of the group can come with prepared questions based on the source material. This strategy has the benefit of ensuring that you are reading the material critically enough to develop questions from it, while at the same time, practicing the routine of sitting down and answering questions prepared by another person.

During the days leading up to the exam, you should focus on reviewing the material you have already studied. In order to reduce test anxiety on the day of the exam, you should make every attempt to get a good night's sleep so that you can arrive at the test center well rested. Plan to arrive early, so that you are not rushing into the test center with only minutes to spare before the exam. It is important to listen to the monitor's instructions carefully and ask questions if you are unsure of anything that has been said. Be aware of how much time you have to complete the exam and the fact that, in most cases, you will be responsible for keeping track of your own time. Remember that, unless instructed otherwise, you are permitted to write in your test booklet. As you proceed through the test, you may wish to circle key words or concepts that may be important in answering test questions, making sure to properly mark all answers on your answer sheet. Review each question carefully and select the BEST answer from the options given. Remember that anxiety is fed by a fear of the unknown. The more you do to prepare prior to the exam, the better chance you will have at performing at your highest level.

Additional study tips are available in the **General Multiple-Choice Exam Orientation Guide**, which is available via CSC's web site:

<http://www.state.nj.us/csc/seekers/jobs/orientation/>

Sources:

<http://www.studygs.net/tstprp8.htm>

<http://www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf>

C. Tips For Answering Multiple-choice Questions:

Basic Tips For Answering Multiple-Choice Questions

- Try not to read too much into each question. Avoid imagining scenarios in which each option given *could* be true. In most cases, questions that appear to be “trick questions” are usually only tricky because they are not taken at face value. Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.
- Be sure to choose an answer that is directly related to the question being asked. Do not select an answer choice, even if it is a true or correct statement by itself, unless it specifically answers the question being asked.
- The correct answer is the choice that contains the most exact or most complete information in response to the question. Some answer choices may be correct or true in part, but less exact or less complete than the “best” choice. An answer choice that is only partially correct, partially true, or true only under certain conditions should be considered an incorrect choice.
- Do not let more difficult questions affect your attitude and steal valuable time.
- Do not linger over questions you cannot answer. If you cannot decide on an answer choice, make your best guess and move on. However, if you must guess, try to eliminate as many clearly wrong choices as you can in order to make your guess from as few alternatives as possible.

D. Technical Vocabulary List

While this exam is not intended to assess your vocabulary skills, because of the nature of the concepts covered, a certain level of familiarity with technical language is necessary. The following is a short list of some terms that may appear in the source material and exam. It may be helpful to review this list and look up any other words you are unfamiliar with when reviewing this orientation guide and the source material.

ASSERT	-	To state or express positively
ACCOUNTABLE	-	Answerable; obliged to accept responsibility
AGGRIEVED	-	Wronged; deprived of legal rights or claims
AMBIGUOUS	-	Liable to more than one interpretation; uncertain
APPELLANT	-	Of or relating to an appeal
APPLICABLE	-	Relevant; applies to
APPREHEND	-	To take into custody
CAUSAL	-	Relating to, involving, or being a cause
CIRCUMVENT	-	To go around; bypass
COERCION	-	Act of bringing about by threat of force

COLLABORATE	-	To work together; cooperate
COLLATERAL	-	Security for payment of debt
COMPEL	-	To force; make necessary
COMPETENT	-	Properly qualified
CONSECUTIVE	-	Following one after the other in order; without interruption
CONSTITUTES	-	To make up, establish formally
CONSUMATION	-	Act of bringing to completion
DEMEANOR	-	Behavior towards others
DESIGNATED	-	Indicated, marked, pointed out; to select for duty
DISSEMINATE	-	Distribute or spread information
DIVERSE	-	Having variety in form; unlike
ENDEAVOR	-	To make an effort toward a given end
EXHAUSTIVE	-	Comprehensive, thorough
FACILITATE	-	To make easier
FRAUDULENT	-	Deceitful
HARASS	-	To irritate or torment persistently
ILLICIT	-	Not permitted by custom or law
IMMINENT	-	Ready to take place; impending
IMPEDE	-	To interfere or slow the progress of
IMPLEMENT	-	To put into effect; carry out
INFECTIOUS	-	Capable of causing infection
INFER	-	To conclude from evidence
INFRACTION	-	A violation
INITIATE	-	To begin
INSUBORDINATE	-	Disobedient
LIABLE	-	Legally responsible
MUTUAL	-	Directed and received in equal amount
NARRATIVE	-	A written account of events
PECUNIARY	-	Of or relating to money; requiring the payment of money
PRECEDE	-	To go before
PROHIBIT	-	To forbid; prevent
PROLONG	-	To lengthen in duration, scope, or extent
PROMULGATE	-	To put into effect by formal public announcement
PURSUANT	-	In accordance with
RANDOM	-	Having no specific pattern or objective
RECIDIVISM	-	A tendency to return to criminal habits and activities
REPRIMAND	-	A severe formal disapproval
SUBORDINATE	-	Placed in a lower rank; subject to the authority of a superior
SUPERSEDE	-	To replace; to take the place of
SURVEILLANCE	-	Close observation of a person or group

VII. SAMPLE QUESTIONS

The following questions are sample questions that are similar to the ones that will appear on your examination. Use these questions to get a general idea of what the exam will look like as you prepare for the upcoming examination.

A. Standard Operating Procedures (Title 10A)

1. An inmate writes a letter that he wants included in the next batch of outgoing mail. He seems anxious to have the letter sent quickly. You are suspicious of this behavior and wish to have the content of the letter reviewed before sending it out. According to ***10A:18-2.7 Inspection of outgoing correspondence***, which type of correspondence shall **NOT** be opened, read, or censored?
 - (a) Certified mail.
 - (b) Letters addressed to the news Media.
 - (c) Correspondence addressed to relatives or family members.
 - (d) Letters labeled as “confidential.”
2. Correction Officer (CO) Jackson recently completed his qualification to carry an off-duty firearm. In addition to the State of New Jersey Firearms Unit Weapons Card, while carrying his off-duty firearm, ***NJ10A:3-4.8 Off-duty firearms training, qualification, and requalification*** requires that CO Jackson carry his
 - (a) union membership card at all times.
 - (b) N.J. driver’s license at all times.
 - (c) Department of Corrections photo identification at all times.
 - (d) Police Training Commission certification card at all times.

Correct Answers:

1. The correct answer is (b).

As stated in **10A:18-2.7(b) 3**, outgoing mail shall not be opened, read, or censored if it is considered legal correspondence or if it is addressed to a news media representative.

2. The correct answer is (c).

According to **10A:3-4.8(d)**, authorized personnel shall be required to carry their off-duty weapons card, the official badge, and photo identification card of the New Jersey Department of Corrections at all times while carrying their off-duty firearm.

B. Interpersonal Communication / Public Relations

1. You notice that an above average officer of five years seems to be distracted and distant at the last few squad meetings. Afterward, in private he tells you that he and his wife are having marital difficulties. What is your next course of action?
 - (a) Listen attentively and determine who is at fault.
 - (b) Listen attentively and suggest professional counseling.
 - (c) Discuss the issue in detail to see if it is drug or alcohol related.
 - (d) Inform him that his private life is his own business and he must not let it affect his work.
2. You have noticed that one of your better officers has recently begun to slack off. He is taking longer to complete his duties and is doing a less thorough job than in the past. Your **BEST** course of action to get this officer to improve his behavior is to
 - (a) tell him that he will be disciplined if his performance does not return to its previous level.
 - (b) tell him that he must be crazy if he thinks you will accept his present level of performance.
 - (c) pay less attention to him and his sub-par performance.
 - (d) tell him that he did a great job before, and you would like to see him perform that way again.

Correct Answers:

1. The correct answer is (b).

By listening attentively, you are demonstrating to the officer that you are interested and concerned about his problem. However, since most supervisors do not possess the expertise to offer professional advice in these matters, suggesting professional counseling is the next, and most appropriate course of action.

2. The correct answer is (d).

This action addresses the situation by encouraging a return to the performance level you know is within the officer's capabilities. Since performance has only recently dipped, it's possible that this is the only action you will need to take. However, if the officer's performance continues to decline, stronger measures may be needed in the future.

C. Analysis of Written Material

Procedures for Disciplinary Hearings

An inmate has a Constitutional Right to a written notice of all charges (that he committed a rules infraction) at least twenty-four (24) hours prior to a hearing. The inmate has a right to waive this right. In order to do so, the inmate must complete Form IDP11C, Waiver of Twenty-four Hour Notice.

The inmate has a right to be present at the hearing. The inmate may waive his right to be present. The hearing may be held in absentia if the inmate: (a) has escaped; (b) is adjudged (by the hearing officer or a member of the custody staff, lieutenant or above) to represent a danger to himself or any other person by being present; or (c) is incapacitated.

The inmate has a Constitutionally Guaranteed Right to call witnesses on his behalf. The hearing officer must either call the inmate's witnesses or document reasons for declining to do so.

The inmate has a right to remain silent during all, or any part of the disciplinary process. Should the inmate choose to exercise this right, his silence may be used to draw an adverse inference against him (his innocence). However, an inmate's silence alone may not be sufficient to support a finding that he committed a prohibited act.

When a staff member either witnesses a prohibited act, or has reasonable belief that one has been committed by an inmate, the staff member shall prepare an Incident Report promptly and forward it immediately to the appropriate supervisor.

The report should contain details of the activity (prohibited act) which is being reported. All facts which are known to the staff member, and are not confidential, must be reported. Anything unusual about the inmate's behavior should be included in the report.

The reporting employee should also list any staff or inmate witnesses to the incident and the disposition of any physical evidence. The report is to reflect any action taken, especially the use of force. The report is to be signed. The time and date are to be appended.

An investigation is to be conducted promptly by a uniformed employee of the rank of lieutenant or higher, unless circumstances beyond control exist. The investigator may not be the employee reporting the incident, nor be involved in the incident. The investigator is to be appointed within four hours of the time the violation is officially reported (the report is submitted to the appropriate supervisor). Unless circumstances dictate otherwise, the investigation should be completed within twenty-four (24) hours of the appointment of the investigator.

When the inmate receives formal charges, the investigator shall read the charges to the inmate and ask for the inmate's statement concerning the incident. The investigator must advise the inmate of his right to remain silent. The investigator must thoroughly investigate the incident. He shall record all steps and all actions taken in the investigation on the investigation report. The investigation report must be included with the documents submitted to the hearing officer.

At any time during the investigation, the investigating officer may recommend dismissal of the charges to the captain. The captain may act upon the recommendation of the investigating officer or perform his own review to dismiss the charges and expunge the inmate's record.

The charging officer, or other staff member, may use information provided by an inmate informant to substantiate a disciplinary charge against an inmate. The identity of the informant may be withheld from the charged inmate. In cases where a hearing officer relies upon evidence provided by a confidential informant to conclude that an inmate did commit a prohibited act, the hearing officer must include in the record a statement of his findings concerning the reliability of the informant and the factual basis for his finding of reliability. Testimony provided by a single confidential informant is not sufficient to support a finding that an inmate committed a prohibited act. Information from sources of unknown reliability may not be used to support a finding that an inmate committed a prohibited act, regardless of how many sources provided the information.

The hearing officer must make a decision regarding the guilt or innocence of the charged inmate in accordance with the greater weight of the evidence, and which is supported by circumstantial evidence.

Substantial evidence may be physical evidence or it may consist of statements. At times, circumstantial evidence may be substantial enough to support a finding that an inmate committed a prohibited act without any direct evidence being introduced.

1. In which situation may a charged inmate be excluded from a hearing? When the
 - (a) hearing is held less than 24 hours after notification.
 - (b) inmate is in protective custody.
 - (c) inmate is in disciplinary segregation.
 - (d) inmate threatens to commit suicide.
2. When may an investigating officer dismiss the charges?
 - (a) At any time during the investigation.
 - (b) Upon completion of the investigation.
 - (c) When the investigation shows that, the inmate did not commit a prohibited act.
 - (d) The investigator may not dismiss the charges.

Correct Answers:

1. **The correct answer is (d).**

The hearing may be held in absentia if the inmate: (b) is adjudged (by hearing officer or a member of the custody staff, lieutenant or above) to represent a danger to himself.

2. **The correct answer is (d).**

At any time during the investigation, the investigating officer may recommend dismissal of the charges to the captain. The captain may act upon the recommendation of the investigating officer or perform his own review to dismiss the charges and expunge the inmate's record.

D. Effectiveness of Expression

Each underlined phrase has a number below it that corresponds to one of the numbered questions that follow. The underlined segments are included as choice (a) in the corresponding questions.

For each question, you are to choose the **BEST** or **MOST EFFECTIVE** way of expressing the thought implied by the underlined segment. Your choice may depend, in part, on what precedes or follows an underlined segment. When making your choice, you should consider the following elements of effective expression:

Spelling and Punctuation, Variety, Proper emphasis, Discrimination in the use of words, Conciseness, Clarity, Consistency with accepted usage, Appropriate structure, Smoothness.

Memo to all Corrections Personnel

The following are changes to the current booking policies and procedures
1
regarding inmate footwear. Its very important that these new procedures are instituted
2
immediately. Please read this memo and post it in the booking area.

1. See preceding passage, Number 1.

- (a) The following are changes
- (b) The changes following are
- (c) The following is changes
- (d) The following is a change

2. See preceding passage, Number 2.

- (a) Its very important
- (b) Its' very important
- (c) It's very important
- (d) It is of great importance

Correct Answers:

1. The correct answer is (a).

This is a case of subject/verb agreement. The verb “are” should be used with the subject “changes” which is plural. The verb “is” would be used when referring to a single “change” as is the case in option (d), however this is not the best answer because it changes the meaning of the sentence.

2. The correct answer is (c).

“It’s” is the proper contraction of the two words “it” and “is.” Although (d) is grammatically correct, it is overly formal given the tone of the surrounding sentences.

E. Report Writing

1. Which is **MOST** important to include in an incident report?
 - (a) The suggested legal outcome of the incident.
 - (b) Details about the conclusion of the incident.
 - (c) The officer's analysis of what caused the incident to occur.
 - (d) Codes and abbreviations.

2. Which statement is **NOT** true of an incident report? An incident report should be
 - (a) written in clear, concise language.
 - (b) written in the past tense.
 - (c) written in the third person.
 - (d) proofread for spelling or grammatical errors.

Correct Answer:

1. **The correct answer is (b).**

A report, especially an incident report, should be factual, objective, and comprehensive. Option (a) is incorrect because it is not factual and would be based only on opinion. The same is true of option (c). Although a report could contain codes and abbreviations as stated in option (d), it is a better practice not to abbreviate because different people use different abbreviations and as a result, they can be misinterpreted.

2. **The correct answer is (c).**

An incident report should be written in the first person (e.g., I, my, etc.) since it is usually written by the person who observed the incident or was involved in the situation being reported.

F. Supervision

Note: These sample questions were NOT derived from the text designated for the 2012 Correction Sergeant Exam. They were developed using a different text. Use these questions to gain a general idea of the type of questions that will be created from the prescribed reading material.

1. Your subordinate needs to learn a new task. What is the **LEAST** effective way for her to learn the new task?
 - (a) Trial and error
 - (b) Coaching
 - (c) On-the-job training
 - (d) Mentoring

2. You have recently been transferred, and you need to set performance standards for your new officers. You want to set the standards at a point that will elicit the best performance from them. In order to get your officers to perform at their best, how should you set the standards?
 - (a) Set the standards very high and unreachable.
 - (b) Set the standards high and reachable.
 - (c) Set the standards low and easily reachable.
 - (d) It doesn't matter where the standards are set; officers' performance is affected by other factors, not the set standards.

Correct Answers:

1. **The correct answer is (a).**

Learning a new task through trial and error is not only time consuming, it can be demoralizing for the subordinate if the task is not learned quickly. It could also lead to mistakes that may need to be corrected by others. For these reasons, this is not a recommended method.

2. **The correct answer is (b).**

Standards should be set high, but reachable. If they are set too high, morale may be negatively affected. If they are set too low, performance will not improve and may, in fact, decline over time.

<p><i>NOTE: These are only sample items. The examination will contain different questions, although similar in structure and content. Answering these sample items correctly does not guarantee you the same success on your examination.</i></p>
